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ABSTRACT

Many institutions of higher learning are revising course descriptions to include competencies (statements of objectives) and performance indicators (statements of activities the learner must perform to prove that he/she has learned the material). A course syllabus for "Library Organization and Administration," one of nine courses offered by the Department of Library Science at Northwest Missouri State University, is presented as an illustration of such a revised plan. The syllabus, which begins with a course description, general statements, and course goals, includes nine competencies and the performance indicators necessary to attain each competency. Reference sources relating to each competency are also listed. (KM)

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Competencies and Performance Indicators

for a course entitled, Library Organization and Administration

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This report is one of a series of reports indicating competencies and performance indicators for Library Science courses.

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Many institutions of higher learning are revising course descriptions to include competencies and performance indicators. Competencies are statements of objectives whereas performance indicators state activities that the learner must perform to prove he/she has learned the material.

At Northwest Missouri State University at Maryville, Missouri, the Faculty of the College of Education has been revising course plans for the past two years. The purpose of this endeavor is to improve the quality of education and student performance.

The faculty of the Library Science department, a department of the College of Education, has revised, likewise, its courses according to competencies and performance indicators. The courses are the following:

LS 69-375 Library Organization and Administration

LS 69-425 Reference and information Sources

LS 69-450 Selection and Collection Development

LS 69-490 Library Internship

LS 69-491 Elementary Internship

LS 69-493 Secondary Library Internship

LS 69-370 Development of Books and Libraries

LS 69-373 Nonbook Materials

LS 69-577 Information Storage and Retrieval

The following competencies and performance indicators are those for one of the courses listed above. This report is one of a series of reports for Library Science topics.

SYLLABUS
LS 69-375 Organization and Administration
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Spring 1986

Course Description: The purpose and functions of the library are considered in relation to the patrons. The physical aspects of the library are studied. Techniques of operation and management are covered.

General Statements and Course Goals: Librarians need to know the historical influences and forces which impacted upon libraries. Librarians need to know the functions of the media system. Librarians need to know the standards by which he/she makes judgments about personnel, facilities and furniture, media equipment, and budgeting.

Competencies, Performance Indicators, and Sources

Competency I: State the historical influences and forces which impacted upon libraries.

Performance Indicators:
1. Make distinctions among the 1945, 1960, 1969, and 1975 standards.
2. State the purpose and importance of the Knapp Manpower Project.
3. Identify the positive and negative results of E.S.E.A.EaS

Sources: Textbook Chapter 1; Periodical articles.

Competency II: Describe the external and internal forces that influence the educational developments in a school media center.

Performance Indicators:
1. State the purpose and recommendations of the document, A Nation at Risk.
2. Identify A.L.A.'s response to the recommendations made in the above document.
3. State the teachers' and students' needs.
4. Identify the means and ways libraries can fulfill the teachers' and students' needs.

Sources: Textbook Chapter 2; A Nation at Risk; Alliance for Excellence; Periodical articles.

Competency III: Identify and describe the support elements needed for the effective and efficient management of a school library.

Performance Indicators:
1. Describe the planning procedure.
2. Write out short and long range plans.
3. Describe the organizing procedures.
4. Design a technical flowchart for checking out a book.
5. Design an informal flowchart for processing a new textbook.
6. Describe the staffing procedure.
7. Design a line organization chart for a school media center.
8. Describe the directing procedure.
9. Identify motivational needs and leadership qualities.
10. Describe the controlling procedure.
11. Outline a plan to achieve objectives using the MBO format.

Sources: Textbook Chapter 2; Periodical articles.

Competency IV: Describe the primary elements and their relationship to the library/media center.

Performance Indicators:

1. Discuss the importance of the objective.
2. Describe the librarian's four rolls in the "Planning and Implementing Curriculum" phase.
3. Using the textbooks, practice the gathering of media and technology required to meet the needs of students and teachers.
4. Describe the librarian's roll in the "Instruction and "In-Service" phase.
5. Using national, state, or local recommendations, design a list of topics and activities for library skills.
6. Describe the librarian's roll in the "Design and Production" phase.
7. Using national, state, or local recommendations, formulate plans to implement student production activities.
8. Describe the librarian's roll in the "Guidance and Consulting Services" phase.
9. State what resources are available to librarians to realize the above objective.

Competency V: Identify and describe the types of personnel needs for effective service in the school or public library.

Performance Indicators:

1. Discuss the implications of the objective.
2. State the name of the national publication that defines personnel needs.
3. State the name of the Manpower publication pertaining to personnel needs.
4. State the name of the Manpower publication pertaining to job specifications.
5. Discuss the Knapp project's three phases which pertain to personnel.
6. Define the terms: media specialist, head of the media center, library technician, and aide.
7. State the qualifications for each position.
8. Contrast Missouri standards with the national standards in respect to library titles and library training for one of the above positions.
9. Write a job description for a position of a media specialist.
10. Contrast your job description with MASL's job description.
11. Locate, read, and summarize an article pertaining to media personnel.

Sources: Textbook Chapter 4; Periodical articles; Administration of the Small Public Library (025.1/S61a); Media Programs: District and School; Behavioral Requirements Analysis Checklist (023.7/C33b)

Competency VI: Describe major alternatives in the design of facilities for the school library media center.

Performance Indicators:

1. Name the three basic library patterns for schools.
2. State the questions that a media specialist must ask before

renovating a center.

3. State potential problems in locating the media center within the school.
4. Discuss the problems old schools pose in renovating media center.
5. Define the term, "primary space."
6. Define the term, "support space."
7. Outline the areas included in "primary space."
8. Outline the areas included in "support space."
9. Contrast the national and state guidelines in designing or renovating a school media center.
10. Using the national standards, list the suggested square footage for each area termed "primary space."
11. Using the national standards, list the suggested square footage for each area termed "support space."

Sources: Textbook Chapter 5; Periodical articles; Media Programs: District and School; Plan for Progress ... in the Media Center: Facilities; Media Standards for School Learning Resources Centers.

Competency VII: Write educational specifications for renovating a library media center.

Performance Indicators:

1. Using a measuring tape, determine the square footage of the area.
2. Specify the primary and support areas to meet school objectives.
3. Determine the percentages for each area in relationship to the total square footage. Use the national standards to determine percentages.
4. Using the grid, map out these areas.
5. Request suggestions from media specialists to improve the grid.

Sources: Textbook Chapter 5; Media Programs: District and School; Periodical articles.

Competency XI: Write educational specifications for the placement of furniture in a school library.

Performance Indicators:

1. State suggested width space between stacks.
2. State suggested width space in front of and behind stacks.
3. State suggested height of stacks for a children's room.
4. State the approximate number of books each shelf should hold.
5. Calculate the number of books a double sided stack with five shelves can hold.
6. State the recommended size of chairs for a children's library.
7. State the recommended size of tables for a children's library.
8. Discuss media storage needs for a library.
9. Using Gaylord's catalogs, price media storage for filmstrips, slides, filmloops; etc.
10. Using the grid, draw in the area where stacks should be placed.
11. For each area on the grid, make a list of furniture needs.
12. Discuss the opinions of experts on the things to consider for ceilings, floors, lighting, and security.

Sources: Textbook Chapter 6; Periodical articles.

Competency XII: Discuss the library budget.

Performance Indicators:

1. State the national recommendations for library budgets.
2. State the state recommendations for library budgets.
3. Compare the national and state recommendations.
4. Using Report of the Public Schools of Missouri determine the operating per pupil expenditure in average daily attendance. (ADA).
5. Summarize the main purposes of the budget system, Planning, Programming, Budgeting System (PPBS).
6. Summarize the main purposes of the budget system, Zero-Base Budgeting (ZBB).
7. Draw up a budget for the refurbishing of one area of the library.

Sources: Textbook Chapter 7; Periodical articles; Equipment Directory; Report on the Public Schools of Missouri.